THE

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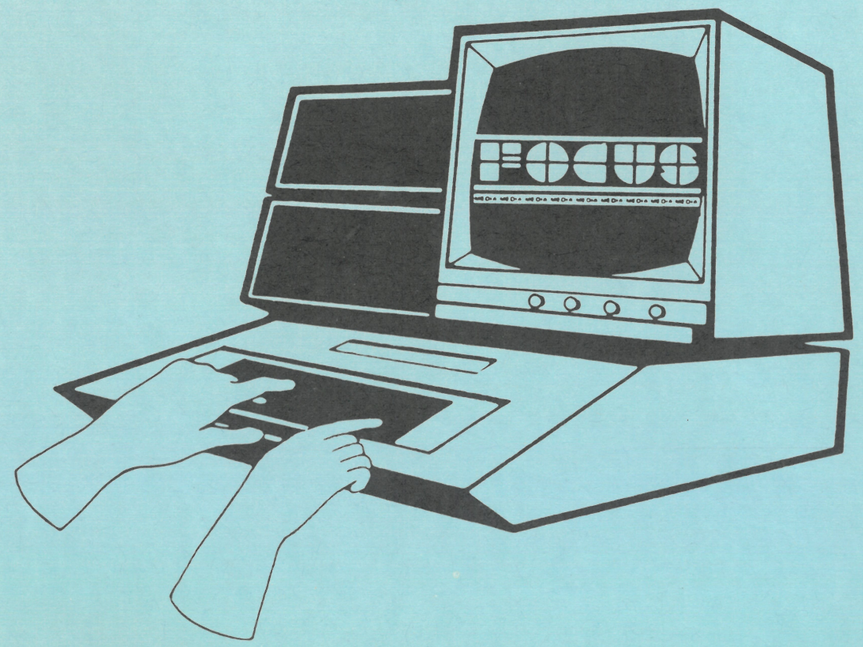
LESSON PLANNER



THE U.S. CONSTITUTION: NATIONALISM AND FEDERALISM

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THE U.S. CONSTITUTION: NATIONALISM AND FEDERALISM

TEACHER'S LESSON PLANNER

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INTRODUCTION

This program is designed to assist you, the teacher, in the achievement of four instructional goals:

1. to enrich your students' understanding of the process by which the Constitution was created;

2. to provide your students with an appreciation of the political and economic environment which produced the Articles of Confederation and the Constitution;

3. to provide your students with hands-on experience in the use of the computer as a tool for historical analysis;

4. to furnish a clear, convenient and effective method for studying the development of the U.S. Constitution and the governmental structures it created.

This program can be used in conjunction with any unit or course dealing with the topic of the U.S. Constitution.

The following are only a few of the many possible applications in American government and history:

colonial government;
the Revolution;
the Articles of Confederation;
the Constitutional Convention;
the Constitution;
Federalism;
structure and powers of the federal government;
state-federal relations.

There are numerous possibilities for integrating this program into your assignments and your classroom activities. You may use all three parts of the program together or select a specific part that suits your needs related to a specific topic. You may use the program with an entire class or have students work on it on their own. The program has been designed for maximum flexibility of use so that you can easily adapt it to your own specific curriculum and teaching style.

OUTLINE OF THE PROGRAM

PART 1: THE DEVELOPMENT OF THE CONSTITUTION

Part 1 introduces students to the nature of colonial government in 18th century America and presents the events leading up to the adoption of the Articles of Confederation (1770-1781). The program begins with an interactive exercise which analyzes the structure and powers of 18th century British government. Next, students examine the concept of sovereignty and how the nature of sovereignty in the thirteen colonies changed between 1770 and 1781. Students then engage in an interactive analysis of the powers possessed by the central and state governments under the Articles of Confederation. Finally, students "go back in time" to 1781 and role-play individuals living under the Articles of Confederation. They begin to understand the reasons why many Americans wanted to change the system of government established by the Articles of Confederation.

An instant electronic glossary of twenty key words and terms is included in this part. A student may refer to the glossary with the simple push of a button, and then return to the same point in the program with the push of another button.

PART 2: THE CREATION OF THE CONSTITUTION

Part 2 shows students how the Constitution was actually written, the ideas on which it was based and the nature of the government it created. The student begins this part by creating his/her own constitution. He/she decides on such items as purpose of government, structures of government, and powers of government. The computer then writes the constitution and (if a printer is available) prints it out for classroom use. This exercise helps students to understand what a constitution is.

The next section involves the student in the debate that took place at the Constitutional Convention. He/she once again "goes back in time" to Philadelphia in 1787, where he/she enters the convention hall and "listens to" historically authentic arguments made by the actual delegates to the Convention. Then the student is asked to take a stand and vote on each issue.

The student next has the opportunity to participate in a debate between Alexander Hamilton and Thomas Jefferson over the ratification of the new Constitution. Then, while engaging in an exercise that helps to clarify the concepts of delegated, reserved, concurrent and implied powers, he/she investigates the nature of the federal system established by the new Constitution. An interactive examination of federal-state relations and the system of checks and balances follows, concluding with an opportunity for the student to assess his/her own feelings and opinions regarding the powers of the federal government.

This part concludes with an examination of the process by which the Constitution may be amended. The student has the opportunity to judge the merits of various proposed and actual Constitutional amendments.

The instant electronic glossary for this part includes twenty key words and terms available to students at the touch of a button.

PART 3: TESTING YOUR KNOWLEDGE OF THE U.S. CONSTITUTION

Part 3 turns review into fun. Using a game format to test mastery of the concepts presented in the two previously described parts, students wager "money" on different categories and compete against each other. This activity is designed so that it can be just as effective with a class divided into teams as it can with individuals, especially since questions are randomly generated so that no two review exercises are exactly alike. Whenever an incorrect answer is given, tutorial help is provided, making this an excellent way to review for your exam as well.

A FIRST TIME USER'S GUIDE TO THIS PROGRAM

This section is designed for you if it is your first time using this program.

To load any part of this program:

A. With the machine OFF, carefully insert the appropriate diskette into the disk drive and close the disk drive door. (If there are two disk drives, use drive 1.)

B. Turn on the computer.

C. The disk will now "boot up" (make the program appear on the screen) automatically.

D. Whenever the cursor (little flashing line or square) is flashing during the program, just press the <RETURN> key.

SOME GENERAL NOTES FOR USING THIS PROGRAM

A. In each part, the student's name is asked for just to add a personal touch.

B. Whenever the words "Press any key" appear on a screen of the program, any key may be pressed except SHIFT, CNTL (CONTROL), ESC or RESET.

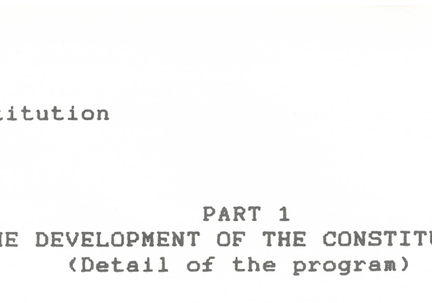
C. Whenever a "yes" or "no" answer is required, "Y" or "N" is all that needs to be entered before pressing the <RETURN> key.

PART 1
THE DEVELOPMENT OF THE CONSTITUTION
(Detail of the program)

This program is designed to acquaint your students with the changes in the structure of American government from the pre-Revolutionary War period through the period just prior to the adoption of the Constitution.

A. The first student-computer interaction demonstrates the glossary function in this program. At the bottom of most screens, the words "PRESS RETURN TO CONTINUE OR 'G' FOR GLOSSARY" appear. The student is asked to "look up" the word "ratification" in the glossary by pressing the letter 'G'. A list of glossary words appears on the screen enabling the student to find the word or phrase of choice by pressing the corresponding letter. After the word is defined, the program returns to the screen being viewed at the time that the glossary was requested.

B. The next exercise involves the structure of the British government in the pre-Revolutionary War period. Students are shown the following chart and asked to match each government structure with its correct function.



This is done by moving the cursor to the appropriate box on the diagram using the right and left arrow keys ( ). When the student has positioned the cursor in the chosen box, he/she must press the Space Bar to enter the answer on the diagram.

When the exercise has been completed for the first time, incorrect answers are shown in white boxes and the message "Try again, you didn't get all the answers correct", is displayed.

The student uses the same procedure to complete the diagram on the second attempt as on the first, and again, upon completion, incorrect answers appear in white boxes. However, this time the message "you may want to know more about these structures" is shown, and the student is encouraged to look up the incorrectly placed terms in the glossary.

The student is given a third opportunity to complete the diagram correctly, and if some answers are still incorrect (these are again shown in white boxes), he/she is invited to press the letter "Q" to see the correctly completed diagram.

C. Next, the student completes five multiple choice questions that test his/her understanding of the preceding diagram. After each response, the message displayed by the computer is dependent upon the answer chosen. As each question appears on the screen, the student is given the following choices:

WHICH (A-D, Q OR G)
Q FOR DIAGRAM

D. After completing these questions, the student moves to an activity involving the concept of sovereignty as it existed in the American colonies in 1770, 1777, and 1781. He/she sees a series of diagrams illustrating the changing structure of sovereignty in this period and is then asked a series of true/false questions based upon the diagrams. When each statement appears below the series of diagrams, the student is asked to "ENTER T OR F" to indicate that the statement is true or false.

E. The student is then asked to characterize the kind of government that existed under the Articles of Confederation. He/she is shown a series of statements relating to the central government under the Articles of Confederation and, as each statement appears, is asked to select from one of the following categories:

10 a power structure of the central government
5 a power structure shared by the central and state governments
0 a power structure held only by the states

As he/she reacts to each statement, the response is recorded and made to form a visual picture of the powers of the central government in graph form.

The exercise begins with the graph on the screen. The student categorizes each of eight statements as they appear according to the above criteria. Each response is plotted on the graph before the next statement is presented. After the final response, the message "CHANGE ANY POINTS?" appears on the screen. If the student responds with a yes (Y), the computer asks "WHICH POINT (1-8)?". When a number is entered, the statement reappears, and the student is allowed to make a new choice. When the student is finished, a "correct" graph is overlayed on the student's graph for purposes of comparison.

F. A summary screen lists the powers that Congress lacked and the structures of government not present under the Articles of Confederation.

G. Next, the student takes part in a role-playing exercise. He/she must play the part of either a manufacturer or a small farmer living under the Articles of Confederation. After the student chooses the role to be played, several situations are described briefly and he/she must choose those that would be harmful to his/her interests. The message appears under the list: "X WHEN FINISHED, ENTER A-F OR X". Each correct choice made is asterisked and inversed; each incorrect choice is shown with an asterisk only. This allows the student to distinguish among correct and incorrect choices.

After all entries are made, an explanation of each choice appears. This entire process is then repeated for the role not chosen by the student initially. (For example, if the student chose to be the manufacturer the first time, he/she would be the small farmer the second time through the exercise.)

H. The student is next shown a screen with seven different groups and is asked to select the letter next to those groups that, in his/her judgment, would not have favored the Articles of Confederation. The message appears:""X" WHEN FINISHED, ENTER (A-G OR X)". Correct choices are inversed and an explanation for each choice is provided.

I. The student is then shown a brief explanation of events leading up to the call for the Constitutional Convention, and this program concludes by providing directions for going on to the second diskette in this series, "The Creation of the Constitution".

PART 2
THE CREATION OF THE CONSTITUTION
(Detail of program)

A. As in part 1, this program has a built-in electronic glossary. At the bottom of most screens in this part, the student will see the message "PRESS RETURN TO CONTINUE OR 'G' FOR GLOSSARY". If 'G' is pressed, a listing of the twenty terms contained in the glossary appears on the screen. To access any word in the glossary, the student must enter the letter corresponding to that word. After the definition is displayed, <RETURN> is pressed to resume the program at the point at which it was interrupted by the call for the glossary.

B. The first exercise offers the student the opportunity to create his/her own constitution for his/her own country. First, the student worksheet page entitled "The Purpose of a Constitution" must be completed (see page 23 in this teacher's lesson planner). The student is then asked to enter the choices made on that worksheet into the computer as each corresponding section appears on the screen. The computer then displays the model constitution constructed and offers the student the opportunity to obtain a printout of his/her constitution.

To obtain a printout, the printer must be connected to the computer, must be turned on, and must be on-line. If you respond 'Y' (yes) to the question "DO YOU WANT A PRINTOUT (Y/N)?", the computer will display the following message: "WHEN YOUR PRINTER IS READY, PRESS RETURN TO BEGIN PRINTING." Printing will begin as soon as you press the <RETURN> key. (CAUTION: A 'Y' response without a working printer as per above will halt the program. You must then re-boot (start over) in order to use the computer.)

C. The next interactive exercise involves students in the debate that took place at the Constitutional Convention in Philadelphia in 1787. The student is "sent back in time" to consider historically accurate arguments regarding two major issues: representation and the election of the President. Contrasting opinions that caused divisions and doubt at the Convention are presented, and the student is asked to join the debate by indicating 'Y' or 'N' to express support for a particular viewpoint. The computer then provides a reaction based upon the student's answer and the outcome of the actual debate at the Convention.

D. Next, the terms "federalist" and "anti-federalist" are explained, and students witness a debate between Alexander Hamilton and Thomas Jefferson over issues pertaining to the ratification of the Constitution. Four major issues are presented in the debate:

federal vs. state power;
property vs. individual rights;
elite classes vs. the masses;
ratification vs. rejection.

As each issue appears on the screen, the student is presented with Hamilton's view of the controversy. He/she must then "PRESS RETURN FOR JEFFERSON'S OPINION." After reading Jefferson's opinion, he/she must "PRESS RETURN TO VOTE OR 'B' FOR HAMILTON." Pressing 'B' will bring Hamilton's viewpoint back to the screen, while pressing <RETURN> will offer the opportunity to "vote" for either 'H' or 'J', to show which individual's ideas he/she supports. After each answer, a customized explanation is provided for the student. At the conclusion of the exercise, a summary explanation is provided based upon how the student voted on all the issues presented.

E. After the student views a graphic which illustrates the concept of Federalism, an explanation of delegated, reserved, implied and concurrent power is provided. He/she is then given a series of eight specific powers and must categorize each power in terms of the above definitions. At the top of each screen on which a question appears, the following choices are displayed:

A)DELEGATED B)RESERVED C)CONCURRENT D)IMPLIED

After the student makes a choice, the computer's explanation is customized to the answer chosen.

F. Following an explanation of federal and state relations, the student is introduced to the concept of checks and balances. A series of charts of Constitutional checks and balances as they apply to each of the three branches of the federal government (1-President, 2-Congress, 3-Federal Judiciary) is presented. The first screen to appear deals with the office of President. At the bottom of the screen, the student is asked to "PRESS 1-3 OR RETURN WHEN DONE". To view the screens on Congress or the Judiciary either '2' or '3' must be pressed. When all screens have been viewed, <RETURN> must be pressed to continue.

The student is then given a series of true/false questions to test understanding of the above material. For each question, the student must "ENTER T/F OR Q". If 'Q' is entered, any or all of the three screens related to checks and balances may be viewed before the answer is attempted. After each answer, whether it is right or wrong, the student is provided with an explanation.

G. Next, the student is asked to consider the expansion of federal power. After a brief exploration of some reasons for the gradual increase in federal power over the years, the student is asked to react to a series of statements dealing with the growth and uses of federal power. As each of the ten statements appears on the screen, the student reacts by entering one of the following choices:

1 strongly disagree
2 disagree
3 no opinion
4 agree
5 strongly agree

After reacting to all ten statements, the student views a screen entitled "SCALE OF FEDERAL POWER". This is a scale that visually depicts the student's responses in terms of the extent to which he/she favors increased federal powers. A summary analysis of the student's views is provided on the same screen.

H. Finally, the student investigates the process by which the Constitution may be amended. He/she is asked to view and express preferences regarding actual and hypothetical constitutional amendments. Preference is expressed by typing 'Y' to support an amendment or 'N' to oppose its adoption. After each response, a brief explanation appears regarding the actual history of the amendment or current status of the proposed amendment.

The program concludes with directions for loading other diskettes in this series.

PART 3
TESTING YOUR KNOWLEDGE OF THE U.S. CONSTITUTION
(Detail of program)

This program utilizes a game format to test knowledge of the Articles of Confederation and the Constitution.

There is a game board with three categories: ARTICLES OF CONFEDERATION, THE CONSTITUTION, and POT LUCK. Each category has three levels of difficulty, expressed in wagering amounts: $25, $50 and $100.

Before the game begins, the student is asked:

HOW MANY PLAYERS (1 OR 2)?

and is then asked to input (a) first name(s). After the name has been recorded, the student may opt for game instructions, and then must indicate the number of questions to be used in the game (between 1 and 25).

The student is then "given" $200 in game money with which to wager. For each question, a category and dollar amount must be selected.

A correct answer results in addition of the wagered amount to the student's money, while an incorrect answer results in subtraction of that amount. The game board continually displays the number of remaining questions and the amount of game money remaining in his/her fund.

The game ends when all questions have been answered or when funds have been exhausted.

Whenever a question is answered incorrectly, the student is offered the opportunity to view a help screen specifically related to that question. The student who views the help screen will continue the game immediately after viewing the screen, while the student who elects to skip the help screen will return to the game immediately.

On the following pages, the nine extra help screens that appear in the game are printed for your reference.

BRITISH GOVERNMENT IN THE 1700'S

Britain was a constitutional monarchy. The Prime Minister was the person with most of the power and he determined government policy. Power was centralized in Parliament. Because Parliament held so much power, the government was characterized by legislative supremacy.

SOVEREIGNTY

Sovereignty is the power to rule. Britain held sovereignty over the colonies. From 1770 to 1781, sovereignty passed from Britain to the states under the Articles of Confederation. During the Revolution, most Americans believed their major loyalty was to their states. This is why, under the Articles, almost all sovereignty was retained by the states.

ARTICLES OF CONFEDERATION

The Articles of Confederation were adopted in 1781 after all thirteen states had ratified them. The central government consisted of only the Congress with very limited powers. Because they feared centralized power, the states retained almost all sovereignty under the Articles. States could print money, tax imports, and establish their own system of weights and measures. This created a very weak central government.

ARTICLES OF CONFEDERATION II

Under the Articles of Confederation, Congress had popularly elected delegates. Economic problems were caused because Congress couldn't tax to pay off its debts. This caused creditors to oppose the Articles. Small farmers generally supported the Articles. Widespread opposition was seen at the Annapolis Convention in 1786. Since only five states were present, no action could be taken to revise the Articles. The Articles did allow the U.S. to achieve formal independence.

THE CONSTITUTION I

A constitution is the fundamental law of a nation. It establishes the purposes of government and the powers of government. In 1787 the Constitutional Convention was held at Philadelphia. The 55 men who represented the thirteen states were mostly members of the agricultural, business and financial elite. A major problem the men faced was representation in the new legislature. A solution was reached when Roger Sherman of Connecticut proposed a compromise which counted slaves as 3/5 of the white population within each state.

THE CONSTITUTION II

Those who supported the new Constitution were called Federalists. They were led by Alexander Hamilton and James Madison. Opposition to the new Constitution collected around Thomas Jefferson. He was finally persuaded to support the Constitution when convinced that a Bill of Rights would be added. The Constitution went into effect when it was ratified by nine states in 1789.

THE CONSTITUTION III

The Constitution created a federal form of government. Power is shared between the central and state governments. The Constitution created different types of powers. Delegated powers are those given specifically to the federal government. Reserved powers are those held by the states. Concurrent powers are those held by both the states and the federal government, such as the power to tax. Implied powers are those powers of the federal government which are based upon delegated powers. This is called the "elastic clause."

THE CONSTITUTION IV

Congress was given a great deal of power under the Constitution compared to the Articles of Confederation. Fearing that one branch might become too powerful, the founding fathers set up a system of checks and balances. Under the system, each branch limits the powers of the other two branches. The President can, for example, appoint judges with Senate approval, veto legislation passed by Congress, and negotiate treaties subject to Senate approval.

THE CONSTITUTION V

Federal power expanded over the years because of the elastic clause and the fourteenth amendment. This amendment requires the states to guarantee equal protection and due process under the law. The federal government enforces this amendment.

The Constitution has been amended only 26 times. Since 1791, there have been only 16 amendments.

A GENERAL UNIT PLAN FOR THE TEACHER

This unit plan is designed to provide you with some suggestions for integrating this program into your lessons or unit on the U.S. Constitution. You may choose to use all or part of this plan. However, you should not view the plan as limiting your inventiveness in devising ways to adapt this program to your own circumstances and course requirements. You, the teacher, are the best judge of how to utilize this program most effectively in the implementation of your own curriculum.

WEEK ONE

Lesson 1. Provide students with historical background on the British in North America:

a. British policy of mercantilism
b. British settlements in North America
c. Economic relationship between Britain and the American colonies

Lesson 2. British government in the 18th century:

a. Structure of the British government
b. Centralized power
c. Colonial governors

Lesson 3. Abuses of British rule in North America:

a. Salutary neglect
b. Strong centralized power
c. Economic problems after the French and Indian War

Lesson 4. General overview of the American Revolution:

a. Basic causes
b. Role of the Continental Congress
c. Military highlights

Lesson 5. Colonial government after independence: the Articles of Confederation:

a. Adoption and ratification of the Articles
b. Nature of sovereignty under the Articles
c. Structure and powers of the national government under the Articles

WEEK TWO

Use parts 1 and 2 of the program.

Lesson 1. Problems created by the Articles of Confederation:

a. Weak central government
b. Military weaknesses
c. Economic problems and their effects on specific groups in America

Lesson 2. The calling of the Constitutional Convention:

a. What is a constitution?
b. Which groups supported changing the Articles?
c. Why?

Lesson 3. Issues at the Constitutional Convention:

a. Structure of the national legislature
b. Representation in the national legislature
c. Structure of the national executive
d. Voting for the national executive

Lesson 4. Federalists vs. Anti-federalists:

a. Powers of the federal and state governments
b. Property rights and individual rights
c. Advantages given to business and property owners under the Constitution
d. Ratification of the Constitution

Lesson 5. The nature of federalism:

a. Federalism: divided sovereignty
b. Delegated powers
c. Reserved powers
d. Concurrent powers
e. Implied powers
f. Amendment process

WEEK 3

Use parts 2 and 3 of the program.

Lesson 1. Federal and state relations:

a. Marble cake vs. layer cake models
b. Impact of the 14th Amendment
c. Impact of increased federal aid to the states and cities

Lesson 2. Checks and balances:

a. Separation of powers
b. Constitutional limits on the powers of each branch (President, Congress, Judiciary)

Lesson 3. Evaluation of federal power:

a. Article VI- the "supremacy" clause
b. Article I, Section 8- the "elastic" clause
c. Impact of the 14th amendment and increased federal aid

Lesson 4. The amendment process:

a. Bill of Rights
b. Methods of amending the Constitution
c. Review of selected examples

Lesson 5. Review of major topics and issues contained in the Constitution unit:

Use part 3 of the program, dividing the class into teams.

GLOSSARY

(Numbers in parentheses indicate the program in which the word or phrase is defined.)

Absolute monarchy (1): a system of government in which a hereditary royal ruler has total power over all areas of both government and the lives of the people.

Amending process (2): the process for changing the Constitution. Amendments (additions) can be added when proposed by a 2/3 vote of both houses of Congress and approved by 3/4 of the states. Another method provided in the Constitution allows 3/4 of the states to ask Congress to call a Constitutional convention for the purpose of amendment, but this has never been done.

Anti-federalists (2): groups and individuals who opposed the adoption of the Constitution. They wanted a weak central government and stronger state governments. They generally represented small farmers and those who favored states' rights.

Articles of Confederation (1): a document establishing a United States government as a loose confederation of states with a national Congress. In 1781, when the Articles went into effect, the states retained most of their sovereignty and the Congress had very limited powers.

Cabinet (1): members of Parliament usually belonging to the same party as the Prime Minister, who are appointed to help formulate and carry out government policies.

Cheap money (1): the result of the printing by some states of so much money that the value of all their paper currency was reduced.

Checks and balances (2): the system incorporated into the Constitution by which the three branches of the federal government (legislative, executive and judicial) share power, thus preventing any one branch from becoming too powerful.

Concurrent powers (2): powers possessed by both the states and the federal government under the Constitution. The power to tax is an example of a concurrent power.

Constitution (2): the fundamental law of a country, which overrides any ordinary law, establishes a plan of government, and lists the structures and the powers of government.

Constitutional Convention (2): the meeting held in Philadelphia in 1787 at which 55 men representing the thirteen states wrote the Constitution of the United States.

Continental Congress (1): the organization set up at the time of the American Revolution to act as a national government. It was a legislature that had representatives from each of the thirteen colonies and was given limited powers by the colonies to organize and conduct the war effort.

Constitutional monarchy (1): a system of government which has a monarch whose powers are limited by law, constitution or legislature. Great Britain is a modern constitutional monarchy.

Delegated powers (2): powers given specifically and exclusively to the federal government by the Constitution. They include the power to: coin money; declare war; regulate foreign and interstate commerce.

Dictatorship (1): a system of government in which one person or group has absolute power and rules without the consent of the governed.

Elastic clause (2): see Implied powers.

Electorate (1): those people who are eligible to vote to elect officials to positions in government.

Federal government (2): the national government created by the Constitution in 1789. The national government shares power with the states, creating a federal (dual) system of government.

Federalism (2): a system of government in which power is shared by a central government (called the federal government in the United States) and constituent governments (called states).

Federalists (2): groups and individuals who supported the adoption of the Constitution. They favored a strong central government and generally represented large landowners, business, and financial interests.

Fourteenth Amendment (2): ratified in 1868, this amendment greatly expanded the power of the federal government. It prohibits any state from passing any law which denies any citizen "due process under law" or "equal protection under the law." This allows the federal government to force states to uphold Constitutional guarantees of civil rights for each citizen within each state.

House of Commons (1): one of the two Houses of Parliament. It has approximately 630 members elected by the people at least once every five years. Today, the House of Commons is the most powerful part of Parliament.

House of Lords (1): one of the two Houses of Parliament. It consists of hereditary nobles and people knighted by the monarch. Since 1911, it has had its power over legislation severely limited.

Impeachment (2): the Constitutional provision which allows the House of Representatives to vote to impeach any elected federal official, including the President. If the Bill of Impeachment is approved, the Senate acts as a court and conducts a trial of the accused official. If found guilty, the official can be removed form office.

Implied powers (2): Article I, Section 8 of the Constitution gives Congress the right to "make all laws necessary and proper to carry into execution the foregoing powers." This allows the federal government to regulate an area such as radio and television based on its power to regulate interstate commerce even though radio and television didn't exist when the Constitution was written.

Interstate commerce (1): any business conducted over state boundary lines.

Monarch (1): the hereditary ruler of Great Britain. Today the monarch (king or queen) is just a figurehead, or symbol of national unity.

Parliament (1): the national legislature of Great Britain. It is the most powerful institution in British government.

Prime Minister (1): the leader of the majority party in the House of Commons. It is the responsibility of the Prime Minister to formulate government policies and, with the aid of the Cabinet, to carry them out.

Privy Council (1): a hereditary group that serves as advisors to the monarch. Today, its members hold ceremonial functions in the government.

Proportional representation (2): representation based upon a certain number of representatives for a certain amount of population.

Ratification (1): the process of voting, by states or individuals, to approve a new law or proposal by the government. The Articles of Confederation had to be ratified by all 13 states before they went into effect in 1781.

Reserved powers (2): powers which, according to the Constitution, are "not delegated to the United States by the Constitution, nor prohibited by it to the states." These powers are "reserved to the states respectively, or the people." This means that all powers not specifically granted to the federal government by the Constitution belong to the states.

Sovereignty (1): the power a government or individual possesses to rule over people and maintain the independence of the nation or state.

State militia (1): in the early days of the United States, the citizens who volunteered to fight to protect their states. They were under the direct control of the governor or state legislature.

Supremacy clause (2): Article II, Section 6 of the Constitution states that the Constitution and all laws of the United States shall be "the supreme law of the land." This means that all state laws must conform to and be limited by the Constitution and federal law.

Tariff (1): a tax placed on imported goods and products. Under the Articles of Confederation, states were allowed to place tariffs on goods and products coming in from other states.

Three-fifths Compromise (Connecticut Compromise) (2): the plan approved at the Constitutional Convention which provided for a national legislature made up of two houses. The plan, proposed by Roger Sherman of Connecticut, called for representation to be proportional to population in the lower house, with slaves counting as 3/5 of the white population in each state. In the upper house, the Senate, each state would have equal representation.

Tyranny (1): a system of government in which the leader or leaders have seized power illegally and rule without the consent of the people.

Unitary government (2): a system in which only a national government exists and possesses power to rule. Great Britain has a unitary government.

Veto (2): the President's Constitutional power to refuse to sign a piece of legislation passed by both houses of Congress and return it within ten days to the house of origin together with his objections to the bill. A presidential veto can be overridden by a 2/3 vote of both houses of Congress. If this takes place, a bill can become a law without the President's signature.

STUDENT WORKSHEET
THE PURPOSE OF A CONSTITUTION

DATE: NAME:

CLASS: TEACHER:

Directions: A constitution is the fundamental law of a country. It establishes a plan of government and lists the powers and structure of government. For each category listed below, circle those items you would want to include if you were writing a constitution for a new country. BRING THIS WORKSHEET WITH YOU WHEN YOU DO PART TWO OF THE PROGRAM AT THE COMPUTER! (PLEASE NOTE: If there are ten items listed in a category type in '0' instead of '10'.)

PURPOSE OF GOVERNMENT (CHOOSE 5)
1. preserve national unity
2. serve world peace
3. maintain honor
4. provide power to the people
5. insure domestic peace
6. establish justice
7. secure liberty
8. promote happiness
9. supervise economic life
0. insure equality

STRUCTURE OF GOVERNMENT
I. LEGISLATURE (CHOOSE 1)
   A. Bicameral (two houses)
   B. Unicameral (one house)

IF YOU CHOSE 'A', CHOOSE 2 FROM THIS SECTION:
1. Senate
2. National Council
3. House of Assembly
4. Federal Council
5. Chamber of Deputies
6. House of Representatives
7. Council of Notables
8. Upper House
9. Council of the Republic
0. Lower House

IF YOU CHOSE 'B', CHOOSE 1 FROM THIS SECTION:
1. National Assembly
2. Chamber of Deputies
3. Congress
4. Chamber of Representatives
5. National Council

EXECUTIVE (CHOOSE 1)
1. Premier
2. President
3. King
4. Prime Minister
5. Grand Duke

JUDICIARY (CHOOSE 1)
1. National Court
2. Supreme Court
3. High Court of Justice
4. Imperial Tribunal
5. Judicial Commission

POWERS OF GOVERNMENT (CHOOSE 5)

1. raise taxes
2. declare war
3. print money
4. regulate foreign trade
5. raise an army
6. borrow money
7. establish standards of weights and measures
8. execute enemies of the state
9. make treaties with other nations
0. provide jobs for all citizens

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